

Minutes of the hybrid meeting held on 10 February 2025 at 4.00pm

Present physically at WSC: J Wakelam, EEGT Trustee and WSC Governor – **Vice Chair**
K Gwara, WSC Student Governor

K Points, EEGT Trustee

M Williams, WSC Staff Governor

R Cannon, WSC Governor

S Daley, EEGT Trustee and WSC Governor – **Chair**

Present virtually: C Chua, WSC Governor ([part](#))
J Drake, WSC Governor
L Ireland, EEGT (OSFC) Parent Committee member ([part](#))
M Downes, WSC Governor ([part](#))
S Snowdon, EEGT Trustee

In attendance: A Adamson, Group Deputy Principal – One Sixth Form
A Harvey, Group Assistant Principal – Sixth Form Provision
A Hurrell, Group Head of Quality Assurance
C Durrant, Group Head of Pastoral and Administration
C Edwards, Group Head of Marketing ([agenda item 1 only](#))
C Shaw, Group Principal – WSC Sixth Form
C Warren, Group Head of Careers Guidance Services
D Barton, Group Assistant Principal – Adult
G Cowles, Deputy Governance Professional
J Finch, EEG Committee member ([observing](#))
J Robson, Group Principal – One Sixth Form
J Stockings, Group Assistant Principal – Sixth Form Provision
L Chapman, Regional Director – SEND and Outdoor Learning ([part](#))
L Moody, Group Principal – University and Professional Development
K Brown, Group Assistant Principal – Teaching and Learning
N Kellett, EEGT Trustee ([observing](#))
N Savvas, Chief Executive Officer
N Payne, Group Director Careers, Opportunities, and Progression
P Stittle, Director of Business Development
R Bamford, Group Vice Principal – Quality
S Cockburn, Head of Transformation ([agenda item 1 only](#))
S Gales, Governance Professional
S-L Neesam, Group Head of Welfare and Safeguarding ([part](#))
S Langthorne, Group Assistant Principal
S Minns, Group Head of Admissions ([agenda item 1 only](#))
S Small, Group Deputy Principal – Abbeygate Sixth Form

Apologies: C Fisher, Group Head of Connections & Opportunities
G Evans, Group Quality Manager
R Holden, EEGT (ASFC) Parent Committee member
T Lloyd, Executive Director Skills and Strategic Development

Absent:

1. Declaration of Interests and Apologies for absence

Members recognised the standing declarations. No other conflicts of interest in relation to the items of the agenda were declared.

Apologies for absence were received from C Fisher, G Evans, R Holden, and T Lloyd.

The Chair welcomed members of the SEND Educational Excellence Committee as

Action

observers and Kacper Gwara as a new WSC Student Governor and committee member.

J Finch and M Downes joined the meeting at 4.09pm

Scott Cockburn gave a demonstration of the new KPI Dashboard.

Members queried if all staff can access the KPI dashboard. S Cockburn confirmed that all staff have access however access to specific reports depend on their roles.

Carrie Edwards gave a demonstration of our new EEG website and presented plans for further development of our websites and of our digital prospectus.

L Chapman and S-L Neesam joined the meeting at 4.15pm

Members queried whether visitors to individual college websites will see a link to the new EEG website. C Edwards confirmed that the link exists and informed that WSC's website will be further updated within the next 12 months.

Members congratulated the marketing team for their award.

Members queried whether governance members will be given access to the KPI dashboard. S Cockburn to provide access.

S Cockburn

Sharon Minns informed of plans to improve our online post-16 admissions process.

Members commended the use of bots and queried whether they will self-generate analysis reports on the application and conversion process. S Minns confirmed that the system does auto-generate report and N Savvas advised that admissions and applications are regularly reviewed by the Finance Committee.

K Gwara, as WSC Student Governor, fed back on his experience enrolling mid-academic year and on navigating the online admission system. J Wakelam, as Vice Chair of the Audit and Risk Management Committee, noted that the ease of interface was reviewed as part of an Internal Audit of 16-18 Student Admissions, with a recommendation to make improvements. Members asked the Executive to discuss the feedback and recommendation, and make appropriate improvements.

S Minns
S Cockburn
C Durrant
K Gwara

C Edwards, S Cockburn and S Minns left, and C Chua joined the meeting at 4.30pm

2. **Minutes of the meeting on 2 December 2024**

Members reviewed and **agreed** the minutes of the meeting on 2 December 2024 as an accurate record.

3. **Matters arising from the meetings on 2 December 2024**

Five of the six matters arising from the previous meetings were complete, with one to be presented in March.

R Bamford demonstrated the KPI dashboard and showed the types of data reports produced. Members commended the development of the KPI dashboard and queried if the dashboard allows comparative analysis of our Group's performance. R Bamford informed that while the data is available, the analysis is currently completed manually, and informed that automated reports are in development.

4. **First-Hand Feedback**

The Chair encouraged members to liaise with the Governance Professional to arrange first-hand visits this term.

5. **Committee membership, skillset and training needs**

Members received and considered the paper provided which summarised the current membership and skillset of the Committee, and the training undertaken/planned.

The Chair recommended the recent DfE webinar on improving attendance, and welcomed members to liaise with the Governance Professional should they want any additional training or support.

Review of in-year performance

QUALITY OF EDUCATION

6. **Electively Home Educated (EHE) students**

Members received and considered the paper provided which summarised how we are developing our EHE provision, student attendance and the courses students are enrolled on.

Members commended the clarity of the report.

Members discussed the changes to how the EHE provision is run compared to last academic year and queried if the new introductory, interview and taster sessions have positively impacted retention and student behaviour. J Stockings confirmed that it had a positive impact (e.g. decreased reporting of student anxiety, fewer non-starters and withdrawals, and improved behaviour) and explained our behavioural standards for EHE students and how we communicate this with the student and their families, so we have a joined-up approach.

Members discussed the plans to deliver EHE provision at both WSC sixth form and ASFC and to create a new Personal Progress Tutor (PPT)/Student Welfare role to support EHE students. C Durrant explained the rationale for the role's greater focus on student welfare reflects the greater needs of these students.

Members queried whether the college evaluates the quality and impact of the education provided by the parents of the EHE students. J Stockings explained that parents are responsible for ensuring their child receives an appropriate education since they have elected to provide this themselves, for various reasons and circumstances. R Bamford informed members that the education at WSC is a part-time provision only. As a result, Ofsted do not inspect our EHE provision in the same way as they do our post-16 provision. However, they do check the arrangements for safeguarding. J Stockings and R Bamford explained that it can be very challenging to ascertain what home learning students complete and its quality. Therefore, we have developed a breadth of high-quality, accessible EHE courses with provide careers and welfare support to support these students towards their next steps, many of which transition to full-time courses across the Group.

Members queried if we capture their intended destinations and how we ensure they receive appropriate information, advice and guidance to support them to progress into further education and/or employment. J Stockings confirmed this is recorded and progress is tracked via their PPTs, as we do for our non-EHE students, and students also access our careers information events. C Durrant explained how we are further developing their PPT sessions to support EHE students' awareness of the breadth of progression opportunities available.

M Williams, as WSC Staff Governor, fed back that staff treat EHE students similarly to mainstream post-16 students, which helps students to prepare for the transition from home education to mainstream education and future careers.

7. **Adult**

Members received and considered the paper provided which summarised KPIs for quality of education, attendance and student surveys from WSC's Adult provision.

Members queried what is an RO5 data return. D Barton explained that it is our ILR (individualised learner record) monthly submission to the DfE.

Members reflected that, to support the breadth of curriculum, many of the adult provision tutors/lecturers have fractional contracts and queried whether this impacts our quality assurance and improvement. D Barton informed that over recent years we have moved many of adult provision staff on our accredited courses onto permanent contracts which has allowed us to better encourage staff to engage with training and quality activities to ensure the course deliver is at an appropriate standard for the accreditation. D Barton informed that for our leisure learning tutors/lecturers (on hourly-paid contracts due to the variable demand for these courses), we have introduced half-termly 'keeping in touch' sessions so staff can be supported to complete their mandatory training, other professional development courses, share best practice/network with other tutors, receive updates from the leadership team on changes, etc. D Barton informed that the quality team also undertake lesson observations of the leisure learning sessions, and we are also training the PPL Heads of Centre to deliver additional training/support to staff in need. Members discussed the complexity of scheduling keeping in touch sessions for fractional staff who may have other paid work and queried the uptake of the first session. D Barton informed that approximately 50% attended the first session in autumn and we expect closer to 75% attendance at the session this term.

Members discussed the low attendance for ESOL, access to HE and adult maths and English, and queried what action is being taken to improve attendance. D Barton informed that the new data dashboard has improved visibility on attendance; and then the PPL centre staff, PSTs and course leaders then liaise with the student to support them to attend.

Members commended the high in-year retention.

Members commended the developing careers advice given to adult students. The CEO agreed that this is very important we provide support for adults to progress, especially given we operate in a very rural location and our communities are in areas with high levels of deprivation.

The Chair recommended members visit the PPL centres as part of First-Hand visits.

8. 'At Risk' students (Children in Care and Young Adult Carers)

This item was discussed as part of agenda item 20

9. Curriculum Development (inc. progression pathways)

Members received and considered the paper provided which summarised the progression opportunities for students through our post-16 education offer.

Members commended the clarity of the report and queried if this will be shared with the Apprenticeship and HE Educational Excellence Committee. L Moody confirmed that it will be. Members asked for the progression overview PowerPoint to be updated termly.

A Harvey

Members queried the impact of the national curriculum review with courses being discontinued/are no longer funded, and how this is explained to prospective students. A Harvey explained how the curriculum offer is adjusted and how we communicate the implication of the changes to prospective students.

BEHAVIOURS AND ATTITUDES

10. Attendance (adult)

This item was discussed as part of agenda item 7

11. Pastoral concerns report (inc. suspensions / exclusions)

Members received and considered the paper provided which summarised the number of high-risk students of concern, by curriculum area, and the support offered/interventions taken and the impact on student behaviour.

Members queried what level of students of concern is appropriate as a proportion of the student cohort. C Durrant advised that, given her vast experience, it should be around 5% of the student cohort, and informed that the lower level at OSFC is an indication there is insufficient reporting. C Durrant informed that we are working with the PPTs and curriculum team at OSFC to train them to identify students with the same criteria and rigour as WSC. N Savvas informed that use of regular formative assessment at ASFC and OSFC makes it easier to identify students of concern earlier, compared to previous years where there was more reliance on end-of-year summative assessments.

Members commended the low levels of suspensions and exclusions.

Members discussed the difficulties faced by care experienced students and young adult carers, and commended the support offered by EEG to these students.

PERSONAL DEVELOPMENT

12. **Enrichment Opportunities and Character Strengths**

Members received and considered the paper provided which summarised the extra-curricular activities and opportunities offered to students, and their uptake.

Members commended the inclusivity of participation across ASFC, OSFC, and WSC sixth form.

Members queried how we evaluate the quality and impact of the enrichment opportunities. N Payne informed this is triangulated through student surveys and student voice. Members reflected that we invest significantly to deliver a wide and inclusive range of enrichment opportunities and asked that future reports capture student impact analysis.

N Payne

Members queried when/how we communicate with students about the enrichment offer. N Payne explained that this is discussed as part of student induction, then throughout their studies.

Members noted that student voice participation is relatively lower at OSFC, and queried what action is being taken to improve participation. A Hurrell explained the strategies being used to improve participation.

13. **Careers IAG (inc. provisional destinations)**

Members received and considered the paper provided which summarised the career information, advice and guidance activity so far this year.

C Warren explained the planned changes to the delivery of careers IAG to create consistency across the post-16 centres and outlined the intended impact this will have at improving for students and how it will be monitored by the futures board (which S Daley as Governance Lead for Careers attends).

Members noted that the student surveys in the autumn term identified students who didn't have an intended destination plan, and queried what action will be taken to support those students to decide their next steps and support them to positive destinations. C Warren explained that the survey was very early in the academic year and that there will be additional surveys throughout the year to capture intended destinations, as well as further careers IAG sessions, so we expect the number of students without an intended destination plan to significantly decrease over this term.

Members noted that the student survey participation is relatively lower at OSFC and queried what action is being taken to improve participation. C Warren and J Robson outlined the planned strategies to improve participation.

K Gwara, as Student Council member and Student Ambassador, fed back that not all students are aware of how to access our careers IAG offer and are not confident on

the potential progression routes of their current course, and queried how we can improve communication with students. C Warren outlined the student engagement activity planned for March 2025 to link with national careers week.

14. Work Experience

Members agreed to defer the item to the next meeting.

C Fisher

15. The tutorial and personal development curriculum

Members received and considered the paper provided which summarised how the tutorial and personal development curriculum is planned, delivered and evaluated across ASFC, OSFC and WSC sixth form.

Members discussed how student comments inform the content of the sessions, as well as topical events.

Members queried if appropriate study skills are covered within these sessions. C Durrant informed that these sessions are more generic self-study skills but complement the specific study skills delivered by the curriculum teams.

S Langthorne and J Robson advised that we are working to further develop study skills to support and empower students' effective independent study.

LEADERSHIP AND MANAGEMENT

16. Teacher and staff development (inc. EDI)

Members received and considered the paper provided which summarised teacher training developments so far this year.

J Wakelam, as Governance Lead for Safeguarding, queried whether staff undertake regular training, like they do for KCSiE, on how they should behave as staff in 'positions of trust'. S-L Neesam confirmed that all staff have completed this as part of their annual mandatory training and compliance is regularly reviewed.

Members queried if QTLS and DET are professional teaching qualifications. K Brown confirmed that they are.

Members queried how staff have responded to the introduction of IRIS Connect for lesson observations. K Brown advised that staff have responded positively.

17. EDI update

Members received and considered the paper provided which summarised the work of the EDI Curriculum and Shared Services Board, which monitor our progress against our 2024/25 Equality Objectives.

Members commended the clarity of the report and queried whether the EDI Boards include membership from our primary, specialist SEN, adult, apprenticeship and HE provisions. J Robson confirmed that they do, along with our central support teams.

K Gwara, as WSC Student Governor, fed back that the provision of sanitary products at gender neutral toilets across the Group is variable. C Shaw confirmed that this has been identified and is being addressed.

18. Quality Assurance and Quality Improvement

Members received and considered the paper provided which summarised the quality assurance and improvement activities which have taken place so far this year, including an update on self-assessment review, quality framework, awarding organisations, and website compliance.

Members discussed the context of the interventions by awarding organisations in relation to an instance of maladministration. A Hurrell confirmed that we conducted investigations and implemented support for curriculum areas to mitigate against

future occurrences.

Members commended the robust quality assurance and improvement framework.

R Bamford informed of plans to engage an external verifier to support our 2024/25 self-assessment review.

19. **Student survey: induction (adult)**

This item was discussed as part of agenda item 7

SAFEGUARDING

20. **Welfare KPI report (autumn term)**

Members received and considered the paper provided which summarised the papers from the safeguarding board which included bullying and harassment, students of concern, children in care, care leavers, young adult carers, sexual harassment, sexual violence, sexual assault, student voice, staff training and serious case reviews.

L Ireland left the meeting at 6.06pm

Members noted the significant increase in students accessing our wrap-around support services and queried the reason for this. S-L Neesam confirmed that there is an absolute and percentage increase in students accessing support and explained this reflects national trends post-Covid and is a result of the reduction of availability of local professional support, increasing students accessing our support services.

Members discussed the instances of sexual assault at WSC sixth form, and the actions taken.

Members discussed the complexity that WSC is liaising with 21 Local Authorities in relation to Children in Care, Care Leavers and Young Adult Carers.

Members discussed this report in relation to agenda item 16 and queried if we should provide staff with mental health training. D Barton confirmed that we offer staff Level 2 Mental Health training and C Shaw confirmed that it is delivered to managers as part of Licence to Lead.

21. **Complaints and compliments policy**

Members received, reviewed and **approved** the policy, and **agreed to recommend it to the Corporation and Trust Board**.

22. **Risk Register Extract**

Members received and considered the extract from the Risk Register provided and discussed the **0 red**, **7 amber** and **1 yellow** risks.

Members discussed EEG004 (relating to Ofsted grading) and suggested, given the recent inadequate Ofsted judgement of Stone Lodge Academy, that this risk be reviewed and upgraded.

Members discussed EEG014 (relating to monitoring student progress) and noted this relates most to ASFC and OSFC.

Members reviewed the risks and **felt assured** that the mitigations were appropriate.

23. **Any Other Business**

- **Letter from Minister Smith**

Members received the letter of congratulation to WSC for their Ofsted Outstanding.

The meeting closed at 6.22pm

L Carroll

